

Collaborative Work Skills : Documentaries

Teacher Name: **Jeri Hurd**

Student Name: _____

CATEGORY	5	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes considerable effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.

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Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.

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Rubric Made Using:

RubiStar (<http://rubistar.4teachers.org>)

Digital Storytelling : Documentaries

Teacher Name: **Hurd**

Student Name: _____

CATEGORY	5	3	2	0-1
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience. (9-10) pts	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience. (7-8 pts)	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience. (4-6 pts)	Limited awareness of the needs and interests of the target audience. (0-3 pts)
Purpose and Content	Establishes a purpose early on and maintains a clear focus throughout. Develops a clear argument with strong supportive detail, including appeals to both logic and emotion. Call to action is strong and practical. (13-15 pts)	Establishes a purpose early on and maintains focus for most of the presentation. Develops a clear argument, with some supporting details. Appeals to both logic and emotion, but arguments could be stronger. Includes a call to action. (9-12 pts)	There are a few lapses in focus, but the purpose is fairly clear. Details may be inadequate or fail to support the argument. May not appeal to both logic AND emotion. Call to action seems weak or ineffective. (6-8 pts)	It is difficult to figure out the purpose of the presentation. Supporting details are either missing or completely irrelevant. There is no call to action. (0-5 pts)

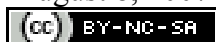
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Voice	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Camera	Uses four or more camera angles. Shots are well-framed and well lit. Uses a tripod for smooth movement.	Uses three or more camera angles. Shots may be framed, but are sometimes too light or dark. Camera movement not always smooth.	Uses two camera angles. Shots are often too light or too dark, with shaky camera movement.	Only one or two long, continuous shots. Bad lighting and camera movement distracts the audience. Camera zooms in and out for no apparent reason.
Interview	Asks meaningful questions that promote prolonged, thoughtful answers. Uses follow up questions to dig for further information.	Questions are mostly meaningful and promote thoughtful responses. May not ask follow up questions.	Questions fail to move beyond simple, yes or no type answers.	Little or no attempt to ask questions.

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B Roll	B Roll content is rich and meaningful. It supports the factual or emotional development of ideas, complementing and deepening the story	B Roll content is meaningful, but may not fully develop or support the main ideas.	There is some B roll content, but it fails to adequately develop or support the main ideas.	B roll content is either absent or irrelevant.
Soundtrack	Excellent choice of soundbites to develop a compelling argument. Audio is easy to hear and understand. Music complements the subject, evoking an emotional response without distracting the audience.	Soundbites support the argument, without being especially compelling. Audio is mostly easy to hear, but some difficult patches. Music somewhat complements the subject, and evokes an emotional response.	Soundbites do not develop a compelling argument. Audio is often difficult to understand. Music is adequate, but does not add much to the story or evoke much of a response. It may be distracting.	Soundbites are either absent or irrelevant. Audio is difficult to understand. Music is distracting, inappropriate or missing altogether.
Editing	Documentary flows smoothly, with no extraneous material or footage. Documentary makes good use of transitions, titles and credits. Editing choices all work together to create a strong flow. (9-10 pts)	Documentary flows smoothly, but some footage or material may be unnecessary. Transitions, titles and credits are mostly good, but may occasionally break the flow. Editing choices mostly work together. (7-8 pts)	Documentary contains considerable extraneous footage. Use of titles and transitions is either limited or distracting. Editing creates a feel of different clips just strung together. (5-6 pts)	Documentary demonstrates little or no editing. (0-4 pts)
Overall Effect	An excellent and moving documentary with clear vision and compelling argument. All elements work together to inform and move the audience. (9-10 pts)	A focused and convincing documentary, though it may not necessarily move the audience. Elements mostly work together. (7-8 pts)	Documentary lacks focus and may not convince the audience. Elements are not especially cohesive. (5-6 pts)	Documentary lacks a focused argument and may even confuse the audience. Elements are disjointed and distracting. (0-4)

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